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ABSTRACT

This competency-based secondary learning guide on applying consumer and homemaking skills to jobs and careers is part of a series that are adaptations of guides developed for adult consumer and homemaking education programs. The guides provide students with experiences that help them learn to do the following: make decisions; use creative approaches to solve problems; establish personal goals; communicate effectively; and apply management skills to situations faced as an individual, family member, student, and worker. Each learning guide includes the following sections: a general introduction and guidelines for using the material; a checklist for users for advance planning; introduction to the guide; specified competencies, with student outcomes/evaluations, definitions, key ideas, teacher strategies/methods, suggested student activities, sample assessments, and supplementary resources. The following competencies are addressed: (1) assess own qualifications concerning job requirements and personal preferences; (2) describe characteristics that are necessary to get and hold a job; (3) identify and relate homemaking skills to specific jobs and careers that apply to paid employment; and (4) demonstrate the procedures for locating and applying for a job. Twenty-eight supplements contain information and activity sheets on the following: job values, accomplishments, fastest growing occupations, employers' expectations, home and family roles, at-home businesses, getting job information, letters of application and cover letters, resumes, interviewing, and testing. A bibliography contains 18 resources. (KC)

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Applying Consumer and Homemaking Skills to Jobs and Careers

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PROJECT CONNECT SECONDARY GUIDE FOR CONSUMER & HOMEMAKING EDUCATION

Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Carl D. Perkins Vocational and Applied Technology Education Act of 1990

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General Guidelines

The terms "teacher" and "student" are used throughout to describe the instructor and participants.

STRATEGIES (for teachers) and ACTIVITIES (for students) as stated in the guide are not always parallel to the numbering system.

Teachers need to carry out preassessment activities to determine level of student competency. Previous work or education experiences may be such that the teacher will choose not to do some of the competencies.

Key to Symbols – The following symbols are used throughout the guides to designate enhancement activities:

- related basic skills, giving particular attention to language arts and mathematics
- related decision-making and problem-solving skills, including the application and transferability of these skills to personal, family, and work responsibilities to be demonstrated
- enrichment activities according to student abilities and experiences
- interrelationship of concepts to personal, family, and work
- influence of technology on the subject matter, application of knowledge, and related work
- pre- and/or posttest assessment activities

Checklist for Users

Before addressing any of the competencies, the teacher should check in advance to see what materials or preparations are needed.

Competency #1 – Assess own qualifications concerning job requirements and personal preferences.

_____Duplicate Supplements 1, "Why Do You Want To Work?," 2, "How I See Myself," and 3, "How Others See Me," to identify feelings about work and self.

_____Decide if Supplement 4, "Case Study—Jenelle," is to be read or duplicated and if a revised situation is needed for students.

_____Duplicate Supplement 5, "Rating Job Values." (Use Supplement 5A, "Rating Job Values Key," for answers.)

_____Duplicate Supplements 6, "Notes on What I Have Done," and 7, "Self-Scorer," for a handout to identify tasks and relate those tasks to job clusters of occupations. (See Strategies 6 and 7.)

_____Prepare Supplements 8, "Hot U.S. Jobs of the Future: Fastest Growing Occupations, 1986-2000," and 9, "Fastest Declining Occupations, 1986-2000," as transparencies. Explain the special note in Supplement 9.

_____Prepare for Activity 2 by taping several song lyrics from a CD or cassette (or writing the lyrics on index cards).

Competency #2 – Describe characteristics that are necessary to get and hold a job.

_____For Method 1, bring a balloon to class.

_____Invite a local personnel director or a panel of employers to speak to students about characteristics of a good employee, traits that lead to job success, and how employees are rated.

_____Prepare Supplement 10, "Employers' Expectations," as a transparency; use as a guideline for explaining what characteristics employers expect from employees.

_____Duplicate Supplement 11, "Personal Appearance," for use as a handout to encourage good personal appearance.

_____Supplement 12, "Dependability," could be prepared as a transparency.

_____Prepare Supplement 13, "Skills," as a transparency to help explain the three categories of skills. Be prepared to give an example of each. See Method 6 for ideas.

_____Duplicate Supplement 14, "As an Employee, What Have You To Offer?," and use as a pretest to assess personal characteristics that may lead to getting and holding a job.

_____Duplicate Supplements 11, "Personal Appearance," 15, "Your Attitude and Steps to Job Success," 16, "Attendance Case Studies," 17, "Manners at Work," and/or 18, "Accepting Criticism," according to students' needs for employability skills.

Competency #3 – Identify and relate personal and homemaking skills to specific jobs and careers that apply to paid employment.

_____Duplicate Supplement 19, "Home and Family Roles," for a checklist to assess roles an individual performs.

_____Duplicate Supplement 20, "Personal/Life Skills," for a worksheet to identify skills students have and then relate those skills to paid employment.

_____For Method 4, have ready a collection of pictures from magazines, books, or newspapers available that relate to different types of home-based careers. Some examples may be a farmer, beautician, caterer, or tailor.

_____Duplicate Supplement 21, "At-Home Businesses," for good ideas on at-home business employment.

_____Invite local business people to talk about positive and negative aspects of owning a business.

_____Arrange a panel of men and women to describe their home-based careers.

Competency #4 – Demonstrate the procedures for locating and applying for a job.

_____Duplicate Supplement 22, "Preparing for Work," for Method 1. Explain the importance of each step in planning for a career.

_____Duplicate Supplement 23, "Where To Get Job Information," as a resource handout for students to keep in their files.

_____Duplicate Supplement 24, "Determining Your Job Skills," to prepare students for Step 3 of preparing for work.

_____Duplicate Supplements 25, "Cover Letters and Letters of Application," and 25A , "Examples," for Method 5 and Activity 4.

_____Duplicate Supplement 26, "Preparing Your Résumé," as a handout for tips on a good résumé.

_____Duplicate Supplement 27, "Interviewing," for references to "do"s and "don't"s of an interview.

_____Duplicate Supplement 28, "Testing," if appropriate for class.

Introduction

Making a transition from school classrooms to meaningful jobs and careers need not be a miserable experience. With proper preparation, the job hunt can be a rewarding experience. Preparation means learning to recognize the experiences and talents needed to "sell" oneself. Students entering the workforce often fail to be specific about their skills and experiences. Some students may have trouble projecting their very real skills and achievements to prospective employers.

This guide has been developed to help one assess skills developed and match these to realistic employment options. Many of the skills required in typical homemaking activities such as budgeting, financial planning, child care, home maintenance, and pet care, are the same skills required in paid employment.

Students can assess their own skills and transfer these to the present job market.

Many individuals entering the job market need jobs immediately. Some may not have the luxury of time to explore potential career areas.

As a person begins to determine personal skills already gained, he/she can relate these to potential job opportunities. There is a need for one to expand awareness of the nature and variety of positions available.

Persons who have not analyzed their skills, abilities, or interests are unhappy in their work. This contributes to high turnover and unemployment rates.

A high percentage of employees may lose jobs during the first month of employment because of undesirable traits. This could happen because either the employee or employer has gained false impressions. Honesty is important throughout the job hunting process. People need to learn how to present themselves in an honest way.

Assess Own Qualifications Concerning Job Requirements and Personal Preferences.

Student Outcomes

- Examine personal work needs and values.
- Relate personality, interests, and abilities to career or occupational preferences.
- Examine paid or volunteer work experiences.
- Match personal work qualifications to job interests.

Key Ideas

Personality (including one's traits, habits, and mannerisms) is unique to a person. Personality is an important personal characteristic that can affect one's success in a career. Succeeding on a job will be difficult if one's personality is not compatible with one's work and coworkers.

People work for all types of reasons. Why people work may give clues to attitudes one has and may affect success on the job.

Dissatisfaction and job conflicts may be caused by not matching jobs to one's skills, interests, and abilities. Interests, abilities, and personalities influence career choices.

Preparation for choosing a career requires an individual to identify skills and abilities developed from paid or unpaid work experience. These experiences may include years of homemaking and volunteer work with church, scouts, schools, or charities. The student must be able to match his/her skills and abilities to attainable occupations.

Definitions

value	– the relative worth, usefulness, or importance of something
interests	– likes, preferences for activities, events, and ideas
abilities	– natural talents; indicates skills and activities one can perform successfully
traits/ characteristics	– refers to habit, mannerisms, character, and style (terms are used interchangeably)
personality	– personal traits that are unique to self, including habits and mannerisms
skill	– something you can do right now

Seven Basic Steps to Self-Assessment

Self-assessment is taking a good look at who you are and what you have to offer . . . through the eyes of the employer.

1. COLLECT INFORMATION: Collect personal, medical, and educational information; work history; skill lists; barriers to employment; factors determining job satisfaction.
2. ANALYZE INFORMATION: Break down your life, work, and educational experiences into manageable and usable chunks.
3. EVALUATE INFORMATION: Measure your skills, abilities, and experiences against the needs of the employer and your own likes and dislikes.
4. PRIORITIZE INFORMATION: Determine which skills or experiences are most important for your success.
5. MAKE DECISIONS: Every day of your life you are faced with making decisions and choices. Make sure the risks you take are well-calculated ones with big payoffs.
6. COMMUNICATE: Develop the skill of communication (one of the top skills desired by employers and a definite "must" if you are going to find a rewarding occupation).
7. TAKE RISKS: Talk with people, ask for help, meet new employers, and learn new skills.

Teacher Strategies/Methods

1. Assess why people work. Supplement 1, "Why Do You Want To Work?," may give clues as to trouble spots in the student's life, and may pinpoint student's abilities to be successful at a particular job.

   Unemployed people may genuinely want to work for a living but for "some reason" remain unemployed. Discuss how unemployment will affect attitudes about self-esteem and employment.

2. Assess students' feelings about work. Help students recall experiences and people who have influenced their feelings about work. Each student can determine whether the influence has been positive or negative. If appropriate, have each student share one influential example or factor with the group.

3. Help students list factors they consider in employment (e.g., amount of sick leave, money, prestige a job may hold, responsibility, and amount of travel). Ask students to visualize factors that contribute to job satisfaction. Stress nonmaterial rewards of a career as well as the value of being economically self-sufficient. Values such as increased self-esteem and self-confidence can permit personal growth.

4. Use Supplements 2, "How I See Myself" (student self-assessment), and 3, "How Others See Me" (other people's assessment), to identify personality traits of students.

5. Using Supplement 4, "Case Study—Jenelle," help students evaluate job choices.

6. Have students complete Supplement 5, "Rating Job Values." Supplement 5A, "Rating Job Values Key," has a list of job values that could be shared with the students after they complete Supplement 5.

7. Help students assess their interests and skills by identifying activities at home or school, volunteer work/community service, paid work, school/noncredit courses, training or travel, hobbies/recreation, and other areas of interests. (See Supplement 6, "Notes on What I Have Done.")

8. After completing Strategy 6, help students categorize skills and interests into Occupational Clusters. (See Supplement 7, "Self-Scorer.") This will help students identify a category of occupational preferences. Stress that knowing one's abilities and interests can help a person identify a career cluster or occupation.

9. Prepare a bulletin board to emphasize that everyone has special talents and individual preferences. Ask students to bring in pictures from magazines (or the teacher may have pictures) of individuals performing activities. Make a label for the following topics: "interests," "abilities," and "personal characteristics." Place pictures below the appropriate label (e.g., "interests": people involved in activities, hobbies, and recreation; "abilities": someone using mental abilities—reading, typing, working on a computer, using physical skills like playing a violin or pounding a nail; and "personality": people in groups, people working alone, and pictures indicating values).

10. Use Supplements 8, "Hot U.S. Jobs of the Future: Fastest Growing Occupations, 1986-2000," and 9, "Fastest Declining Occupations, 1986-2000," as transparencies. Discuss careers in demand and those declining. Pay special attention to areas that students have interests and abilities in.

11. Brainstorm a list of jobs/careers that were traditionally "for men only" and those traditionally "for women only." Give examples of men and women working in "nontraditional" careers.

Suggested Student Activities

1. List reasons people work. Classify the reasons according to economic (survival), social (status), or personal (self-esteem). Discuss why some people never work.

2. Using the song lyrics listed below, describe the feeling about work that is portrayed.

   - "Take this job and shove it. I ain't working here no more."
   - "It's been a hard day's night and I've been working like a dog."
   - "She works hard for the money and you better treat her right."
   - "You load sixteen tons. What do you get? Another day older and deeper in debt."
   - "You work hard all day and what do you get? Bony fingers."
   - "Working nine to five—what a way to make a living."
   - "It's a five o'clock world when the whistle blows; no one owns a piece of my time."

3. Using Supplement 2, "How I See Myself," rate students' personality characteristics or traits. If appropriate, have students exchange ratings with each other to rate their personality traits. Compare ratings.

4. After completing Supplement 5, "Rating Job Values," form small groups. Each group will reach a consensus on the top three job values and list them in order of importance.

   The following could be used for discussion questions:

   - Did group members feel differently about the rankings? Why or why not?
   - What factors influenced the rankings?
   - What would happen if every person had the same job values?
   - What positive job values would you want your children to have?

5. Brainstorm a list of jobs high school students could do and be paid for.

6. Complete Supplement 6, "Notes on What I Have Done." Identify any interests, skills, or abilities the students have that are useful in paid employment (e.g., skills used in babysitting could be used in paid employment such as a childcare worker).

7. Using scores from Supplement 6, identify an occupational cluster that is of interest and record it on Supplement 7, "Self-Scorer."

8. Make a list of personal interests, abilities, and personality characteristics. Identify a particular job and research the job requirements. Compare the two. Students will be able to build a collection of jobs that closely match their personalities, interests, and abilities.

Sample Assessments

Knowledge

List reasons why people may want to work (or reasons why they may not want to).

Application

1. Create a bulletin board or poster display showing pictures of men in jobs that were traditionally "for women only" and women in jobs that were traditionally "for men only."
2. Explore a career or occupation. Describe personality type, interests and/or ability required.
3. Take a job aptitude test to find out more about yourself.
4. Participate in a job shadowing project for a short period of time. Analyze the skills and abilities needed in that job.
5. Write a short essay illustrating the importance of getting along with others on the job.

Supplementary Resources

Books

Craig, B. L., & Miles, J. B. (1992). *Careers in home economics.* St. Paul, MN: EMC Publishing. Introduction, Ch. 1, 2, & 3—Basic introduction to jobs and careers.

Occupational Outlook Quarterly. (1993, Fall). Office of Employment Projections, Bureau of Labor Statistics, U.S. Department of Labor, 2 Massachusetts Avenue, NE, Washington, DC 20212.

Tiger, P., & Tiger, B. (1992). *Do what you are.* New York: Little, Brown. Addresses interests and personality characteristics as important factors in career choice.

Tippett, D. T., & Dunn-Strohecker, M. (1992). *You: Living, learning, and caring.* South Holland, IL: Goodheart-Willcox. Unit 5: World of Work.

SUPPLEMENT 1

Why Do You Want To Work?

DIRECTIONS: Check the statements below that best describe the reasons you want to work.

Economic

____ 1. Fulfill survival needs (food, clothing, housing)
____ 2. Save for long-term goals (home, car, trips, education)
____ 3. Keep a family together during crisis (illness, divorce, unemployment)
____ 4. Save money (investments, earnings, retirement)
____ 5. Get fringe benefits (health care, life insurance)
____ 6. Get money and material possessions
____ 7. Measure worth as an employee

Social

____ 8. Meet new people and make friends
____ 9. Be with people who share my interests
____ 10. Prevent loneliness and isolation
____ 11. Raise social status
____ 12. Give of self to promote a better society
____ 13. Help others

Personal

____ 14. Develop a sense of achievement
____ 15. Raise self-esteem
____ 16. Increase self-confidence
____ 17. Feel secure
____ 18. Have a purpose; belong to a group of people with a shared goal
____ 19. Use skills, knowledge, education
____ 20. Get independence
____ 21. Direct and influence others
____ 22. Meet new challenges
____ 23. Provide for personal growth
____ 24. Use talents and problem-solving abilities
____ 25. Build character
____ 26. Stimulate myself
____ 27. Be recognized and valued by others

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SUPPLEMENT 2

How I See Myself

DIRECTIONS: Rate yourself as you think others would rate you. Check the appropriate column.

I see myself as . . .	**Usually**	**Sometimes**	**Rarely**
1. Cheerful	_____	_____	_____
2. Friendly	_____	_____	_____
3. Fair and just	_____	_____	_____
4. Proud	_____	_____	_____
5. Optimistic	_____	_____	_____
6. Responsible	_____	_____	_____
7. Clean	_____	_____	_____
8. Reliable	_____	_____	_____
9. Easy to get along with	_____	_____	_____
10. Reasonable	_____	_____	_____
11. Hard-working	_____	_____	_____
12. Kind	_____	_____	_____
13. Generous	_____	_____	_____
14. Silly	_____	_____	_____
15. Truthful and honest	_____	_____	_____
16. Tolerant	_____	_____	_____
17. Knows a lot	_____	_____	_____
18. Has good ideas	_____	_____	_____
19. Enthusiastic	_____	_____	_____
20. Polite	_____	_____	_____

Source: Ohio Vocational Home Economics, *Family life education curriculum guide* (Columbus, Ohio: Vocational Instructional Materials Laboratory, Ohio State University). Copyright 1979. Used with permission.

SUPPLEMENT 3

How Others See Me

Name of person being described: _____

DIRECTIONS: Check the proper column.

This person is . . .	**Usually**	**Sometimes**	**Likely**
1. Cheerful	_____	_____	_____
2. Friendly	_____	_____	_____
3. Fair and just	_____	_____	_____
4. Proud	_____	_____	_____
5. Optimistic	_____	_____	_____
6. Responsible	_____	_____	_____
7. Clean	_____	_____	_____
8. Reliable	_____	_____	_____
9. Easy to get along with	_____	_____	_____
10. Reasonable	_____	_____	_____
11. Hard-working	_____	_____	_____
12. Kind	_____	_____	_____
13. Generous	_____	_____	_____
14. Silly	_____	_____	_____
15. Truthful and honest	_____	_____	_____
16. Tolerant	_____	_____	_____
17. Knows a lot	_____	_____	_____
18. Has good ideas	_____	_____	_____
19. Enthusiastic	_____	_____	_____
20. Polite	_____	_____	_____

Source: Ohio Vocational Home Economics, *Family life education curriculum guide* (Columbus, Ohio: Vocational Instructional Materials Laboratory, Ohio State University). Copyright 1979. Used with permission.

SUPPLEMENT 4

Case Study—Jenelle

Jenelle received a job offer with a housecleaning business. The job pays $4.25 per hour with benefits after one year of employment. The work hours are 8:00 a.m. to 5:00 p.m.

Jenelle is excited about the job. However, the hours mean she would have to find someone to care for her seven-year-old after school for several hours. The child has never been left alone or with a babysitter.

Jenelle received another job offer to do clerical work. It is from 8:00 a.m. to 2:00 p.m. every day and pays $4.50 per hour with some benefits. She isn't excited about the job but knows it would pay the bills.

What should Jenelle do?

SUPPLEMENT 5

Rating Job Values

DIRECTIONS: Rank the following items from 1 to 20 according to importance, 1 being most important, 20 being least important.

____ 1. I want a job that allows me to work hard and solve difficult problems.

____ 2. I want a job that I can do well.

____ 3. I want work that lets me use my ideas.

____ 4. I want a job that is fun.

____ 5. I want a job with clean, healthy, and pleasant working conditions.

____ 6. I want people to know about me and my work.

____ 7. I want a steady job I can count on.

____ 8. I want a job in which I will learn new skills and information.

____ 9. I want a job in which I can earn more money.

____ 10. I want a job doing something that makes me feel worthwhile.

____ 11. I want a job in which I can move around, and not be standing or sitting all day.

____ 12. I want a job in which I can make decisions and be the boss.

____ 13. I want a job in which I know and like all of the people I work with.

____ 14. I want a job that will cause people to look up to me.

____ 15. I want a job that allows me to help other people.

____ 16. I want a job in which I interact with others.

____ 17. I want a job in which I can be by myself and not have to interact with others or be responsible for others.

____ 18. I want a job with no overtime.

____ 19. I want a job in which someone tells me exactly what to do and I do not have to make decisions.

____ 20. I want a job that has a variety of daily tasks and activities.

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SUPPLEMENT 5A

Rating Job Values Key

DIRECTIONS: Rank the following items from 1 to 20 according to importance, 1 being most important, 20 being least important.

____ 1. I want a job that allows me to work hard and solve difficult problems. **(Challenge)**

____ 2. I want a job that I can do well. **(Competence)**

____ 3. I want work that lets me use my ideas. **(Creativity)**

____ 4. I want a job that is fun. **(Enjoyment)**

____ 5. I want a job with clean, healthy, and pleasant working conditions. **(Environment)**

____ 6. I want people to know about me and my work. **(Fame)**

____ 7. I want a steady job I can count on. **(Job Security)**

____ 8. I want a job in which I will learn new skills and information. **(Knowledge)**

____ 9. I want a job in which I can earn more money. **(Money)**

____ 10. I want a job doing something that makes me feel worthwhile. **(Personal Satisfaction)**

____ 11. I want a job in which I can move around, and not be standing or sitting all day. **(Physical Mobility)**

____ 12. I want a job in which I can make decisions and be the boss. **(Power)**

____ 13. I want a job in which I know and like all of the people I work with. **(Relationships)**

____ 14. I want a job that will cause people to look up to me. **(Respect)**

____ 15. I want a job that allows me to help other people. **(Service to Others)**

____ 16. I want a job in which I interact with others. **(Social)**

____ 17. I want a job in which I can be by myself and not have to interact with others or be responsible for others. **(Solitude)**

____ 18. I want a job with no overtime. **(Time)**

____ 19. I want a job in which someone tells me exactly what to do and I do not have to make decisions. **(Understood Tasks)**

____ 20. I want a job that has a variety of daily tasks and activities. **(Variety)**

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SUPPLEMENT 6

Notes on What I Have Done

DIRECTIONS: List specific interests, skills, and abilities that you may have that can be transferred to paid employment.

Homemaking/Parenting

Volunteer Work/Community Service

Paid Work

School/Noncredit Courses, Training

Travel

Hobbies/Recreation

Anything Else

Is this something you have done? If "Yes," please put a check (✓).

1. ___ Grow flowering plants, trees, or shrubs
___ Floral design; flower arranging
___ Pet grooming and/or training
___ Landscape design
___ Lawn maintenance
___ Vegetable or fruit growing
___ Breed and raise pets or farm animals for sale
___ Care for an ill pet or farm animal
___ Sell plants or plant products (fruits, vegetables)
___ Select plants, trees, or flowers for a given purpose

2. ___ Manage household budget and financial records
___ Hold elective office in an organization
___ Do typing, filing, or office work for an organization
___ Take responsibility for the day-to-day administration of an organization or group
___ Supervise others
___ Take responsibility for the financial management of an organization or group
___ Use a home computer or data processing equipment
___ Maintain financial or sales records for an organization or group
___ Handle credit and/or loan applications for family or organization

3. ___ Speak before large groups
___ Obtain and schedule speakers, performers, and/or films
___ Develop audiovisual materials (films, tapes) for an organization or group
___ Write or edit a newsletter
___ Take photographs for an organization
___ Write press releases
___ Act in or announce for a play, radio, or TV program
___ Repair a radio or TV
___ Handle sound effects and/or lighting for a play, radio, or TV program
___ Operate and maintain audiovisual equipment for an organization

4. ___ Do interior decorating
___ Build furniture
___ Do painting, wallpapering, or paneling
___ Do home carpentry and/or construction
___ Make electrical repairs-in the home
___ Make plumbing repairs in the home
___ Install insulation or other energy-savers
___ Do tile setting or masonry work in the home
___ Draw blueprints or floor plans

5. ___ Design posters or other graphics for an organization or group
___ Design or lay out a newspaper or brochure
___ Operate printing equipment
___ Design clothing, jewelry, or craft items
___ Perform in public as a musician, actress, or dancer
___ Serve as a guide in an art or historical museum
___ Develop displays for a library or museum
___ Write short stories or plays
___ Use aesthetic guidelines to plan or evaluate a design or artistic product
___ Evaluate a work of art, a piece of music, or a piece of literature using accepted criteria and standards

6. ___ Provide home health care
___ Give first aid for minor injuries
___ Diagnose and deal with childhood diseases
___ Care for a handicapped or elderly family member
___ Assist in caring for the ill or handicapped in a hospital or nursing home
___ Help provide emergency medical assistance in a hospital or as a member of a rescue squad
___ Help provide occupational or recreational therapy for patients in a hospital or nursing home
___ Assist in a hospital laboratory or pharmacy
___ Perform basic life-support first aid functions
___ Help maintain medical records in a hospital or nursing home

7. ___ Do family cooking and baking
___ Do quantity food preparation for an organization or group
___ Organize family recreation, social events, and entertainment
___ Plan and arrange family vacations and travel
___ Arrange group trips for an organization
___ Entertain or organize recreation for groups of children or adults
___ Teach or coach a sport
___ Organize a dinner or dance for an organization
___ Do gourmet cooking
___ Organize and supervise food service for a large party

8. ___ Manage time, schedule activities, and supervise others
___ Set priorities
___ Do craft projects such as ceramics, jewelry making, and/or stained glass
___ Train others to work in an organization
___ Organize and carry out the restoration or rehabilitation of a home, neighborhood, or building
___ Make mechanical repairs on home appliances and/or equipment
___ Build a radio, stereo, TV, or other electrical device from a kit
___ Build a terrace, deck, fence, or other outdoor feature
___ Re-putty windows and/or replace broken panes of glass

9. ___ Evaluate and purchase food, appliances, and furnishings for home use
___ Select and price items to be sold by an organization or group
___ Organize a sale
___ Create advertising or promotional materials for a sale or organization
___ Sell a product or service for an organization
___ Do fund raising for an organization or group
___ Survey and choose among suppliers of products or services for an organization or group
___ Maintain sales records for an organization's store or sale
___ Organize or take part in a food cooperative
___ Evaluate potential markets for products or services

10. ___ Clean and care for family clothing
___ Do housecleaning and supervise home maintenance
___ Assist family members with personal grooming or general beauty care
___ Give haircuts to family members
___ Help family members with hair coloring, permanents, and so on
___ Repair and/or restore textile items
___ Create, alter, or remodel clothing for children or adults
___ Care for an infant
___ Select coordinated clothing
___ Explain the properties of various types of fibers and textiles

11. ___ Refer to others as sources of information or assistance
___ Help others obtain their rights (civil, legal, as consumers)
___ Serve as a member of a volunteer fire or police group
___ Counsel children and/or adults, individually or in groups
___ Serve as a volunteer in a social service, rehabilitation, or probation organization
___ Work with the emotionally disturbed or mentally retarded
___ Teach groups of children and/or adults
___ Tutor individual children or adults
___ Serve as a volunteer in a school or community library

12. ___ Provide family transportation
___ Drive a truck, van, or bus for an organization or group
___ Supervise automobile maintenance
___ Make routine automobile repairs (oil change, coolant change)
___ Plan, schedule, and monitor pick-ups and deliveries of people or material for an organization or group
___ Operate a motor boat or airplane
___ Help dispatch ambulances or other emergency vehicles
___ Plan or select a transportation route or system that will be most time and cost effective
___ Read maps to plan transportation routes
___ Select vehicles to be used by an organization

Now count the number of checks in categories 1 through 12 and record below.

1. ___ 7. ___

2. ___ 8. ___

3. ___ 9. ___

4. ___ 10. ___

5. ___ 11. ___

6. ___ 12. ___

Source: Kentucky Department of Education. (1988). *Single parent/homemaker training for life skills handbook*. Bowling Green: Western Kentucky University.

SUPPLEMENT 7

Self-Scorer

Go back to Supplement 6 and count the number of checks you have in each group. Write the numbers in the spaces below:

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___

These groups correspond to Occupational Clusters. If you have a lot of experience in one of these occupational clusters, you may want to think about jobs in this kind of work. Your experience may also help you get college credit for some of the things you have done. Talk to a counselor at a college or vocational training institute to get more information about occupations related to your experiences and about credit for what you have done.

Occupational Clusters

1. Agriculture and Agribusiness
2. Business, Data Processing, and Office
3. Communications and Media
4. Construction and Building
5. Applied, Graphic, and Fine Arts, and Humanities
6. Health
7. Food Service, Hospitality, and Recreation
8. Manufacturing, Repair, and Technical
9. Marketing and Distribution
10. Personal Services
11. Public Service
12. Transportation

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SUPPLEMENT 8

Hot U.S. Jobs of the Future: Fastest Growing Occupations, 1986-2000

Occupation	1986	Number of Jobs 2000 (Projected)	Increase (Rounded)
Salespersons, retail	3,579,000	4,780,000	1,201,000
Waiters and waitresses	1,702,000	2,454,000	752,000
Registered nurses	1,406,000	2,018,000	612,000
Janitors/cleaners (including maids and housekeeping cleaners)	2,676,000	3,280,000	604,000
General managers and top executives	2,383,000	2,965,000	582,000
Cashiers	2,165,000	2,740,000	575,000
Truck drivers (light and heavy rigs)	2,211,000	2,736,000	525,000
General office clerks	2,361,000	2,824,000	463,000
Food counter, fountain, and related workers	1,500,000	1,949,000	449,000
Nursing aides, orderlies, attendants	1,224,000	1,658,000	434,000
Secretaries	3,235,000	3,658,000	424,000
Guards	794,000	1,177,000	383,000
Accountants and auditors	945,000	1,322,000	377,000
Computer programmers	479,000	813,000	334,000
Food preparation workers	949,000	1,273,000	324,000
Teachers, kindergarten and elementary	1,224,000	1,658,000	434,000
Receptionists and information clerks	682,000	964,000	282,000
Computer systems analysts, electronic data processing	331,000	582,000	251,000
Cooks, restaurant	520,000	759,000	239,000
Licensed practical nurses	631,000	869,000	238,000
Medical assistants	132,000	251,000	116,000
Home health aides	138,000	249,000	111,000
Dental assistants	155,000	244,000	89,000
Radiologic technologists/technicians	115,000	190,000	75,000
Paralegal personnel	61,000	125,000	64,000
Data processing equipment repairers	69,000	125,000	56,000
Dental hygienists	87,000	141,000	54,000
Employment interviewers, private or public employment services	75,000	129,000	54,000
Physical therapists	61,000	115,000	54,000
Medical records technicians	40,000	70,000	24,000
Physical and corrective therapy, assistants and aides	36,000	65,000	29,000
Peripheral electronic data processing equipment operators	46,000	70,000	24,000
Operations and systems researchers	38,000	59,000	21,000
Optometrists	37,000	55,000	18,000
Occupational therapists	29,000	45,000	16,000
Data entry keyers, composing	29,000	45,000	16,000
Physician assistants	26,000	41,000	15,000
Podiatrists	13,000	23,000	10,000

Source: U.S. Department of Labor, Bureau of Labor Statistics. (1987). As quoted in *Colorado core curriculum home economics guide: Life management*. (1991). Fort Collins: Colorado State University and Colorado Community College & Occupational Education System.

SUPPLEMENT 9

Fastest Declining Occupations, 1986-2000

Occupation	1986	Number of Jobs 2000 (Projected)	Decrease (Rounded)
Farmers	1,182,000	850,000	-332,000
Farm workers	940,000	750,000	-190,000
Industrial truck and tractor operators	426,000	283,000	-143,000
Electrical and electronic assemblers	249,000	116,000	-133,000
Textile draw-out and winding machine operators and tenders	219,000	164,000	-55,000
Stenographers	178,000	128,000	-50,000
Chemical equipment controllers, operators and tenders	73,000	52,000	-21,000
Statistical clerks	71,000	52,000	-19,000
Station installers and repairers, telephone	58,000	40,000	-18,000
Central office and PBX installers and repairers	74,000	57,000	-17,000
Railroad brake, signal, and switch operators	42,000	25,000	-17,000
Electronic semiconductor processors	29,000	14,000	-15,000
Railroad conductors and yardmasters	29,000	17,000	-12,000
Gas and petroleum plant and system occupations	31,000	20,000	-11,000
Chemical plant and system operators and tenders	33,000	23,000	-10,000
Shoe sewing-machine operators/tenders	27,000	18,000	-9,000
Central office operators	42,000	34,000	-8,000
Coil winders, tapers, and finishers	34,000	28,000	-6,000
Directory assistance operators	32,000	27,000	-5,000
Compositors, typesetters, and arrangers, precision	30,000	25,000	-5,000

Note: Just because demand for these occupations is declining does not mean that there are no job openings in these fields. These occupations are shrinking, but they are not dead. Be aware, however, that fewer opportunities and a growing number of laid-off workers means high competition for any job opening.

Source: U.S. Department of Labor, Bureau of Labor Statistics. (1987). As quoted in *Colorado core curriculum home economics guide: Life management*. (1991). Fort Collins: Colorado State University and Colorado Community College & Occupational Education System.

COMPETENCY TWO

Describe Characteristics That Are Necessary To Get and Hold a Job.

Student Outcomes

- Given resources and checklists, become familiar with characteristics necessary to get a job.
- Given examples, identify characteristics and skills necessary to hold a job.
- Using various activities, determine personal characteristics or traits that can lead to job success.

Definitions

job	– paid position at a specific place or setting
occupational skills	– tasks or duties of a specific occupation
initiative	– the ability to think and act without being urged
rank	– a scale that classifies people or things; grade
employability skills	– general work habits and attitudes required in all jobs
transferable skills	– skills that can be moved (and used) from job to job (organize, schedule, operate, and follow)
self-management skills	– personality traits or flexibility skills (dependability, creativity, loyalty)
job-related skills	– specific skills for an occupation (data, people, things, and ideas)

Key Ideas

Understanding that certain characteristics and traits are applicable to all jobs is an important step toward getting and holding a job.

Certain personal traits lead to job success. Attitude, abilities, initiatives, honesty, and dependability are personal traits that can help one be successful on the job.

Communication, mathematics, and science skills have been identified as basic academic skills required of high school graduates. Entry into the job market depends on having a fourth set of skills as well. These are the job-specific or vocational skills required by the occupation.

Employability skills are those general work habits and attitudes required in all jobs. They include, for example, regular attendance, appearance, positive attitude, and proper manners.

Teacher Strategies/Methods

1. Cut large puzzle pieces out of construction paper. Give the directions "Put these pieces together to succeed on any job." On each puzzle piece, write a suggestion for succeeding on the job. Some of the suggestions discussed in this topic are as follows:

   - Have a good attitude.
   - Get along with others.
   - Be honest and trustworthy.
   - Accept suggestions.
   - Use time wisely.
   - Be loyal to your employer.
   - Continue to learn.

2. Have students state an important characteristic in getting and holding a job (e.g., honesty, loyalty, reliability). For each important piece of information, the teacher will blow a puff of air into a balloon—the better the information, the more air into the balloon. Let go of the balloon if an undesirable employability skill is given.

3. Invite a personnel manager of a local organization/company to discuss characteristics of a good employee.

4. Using Supplement 10, "Employers' Expectations," as a transparency, explain expectations of employers.

   1. *Appearance* is not only the way you look and dress. Appearance is also the way you act and behave, the way you write, and the way you speak and communicate.
   2. *Dependability* is one of employers' greatest expectations. Attendance is a characteristic that makes an employee dependable.
   3. *Skills* are something you can do right now!

5. Using Supplement 11, "Personal Appearance," stress the effect of personal appearance on getting and holding a job. Ask students to comment and add to the list.

6. Dependability is one of the employers' expectations of job applicants. Using Supplement 12, "Dependability," as a transparency, ask students to give examples of how an employer could measure an employee's dependability.

7. Employers also expect that job applicants will have certain skills. Using Supplement 13, "Skills," as a transparency, explain that employers measure employees' skills and categorize them according to type. The teacher should be ready to give an example of each.

   - Self-management skills are those that you develop early in life and do not change much.
   - Job-related skills are skills learned in a specific occupation.
   - Transferable skills are skills that move with you from job to job.
   - Employability skills are those general work habits and attitudes required in all jobs.

8. Select from among the following supplements those that are appropriate for students/group to understand the importance of employability skills:

   - Appearance is important on the job (stress cleanliness, posture, and appropriate clothing). (See Supplement 11.)
   - Attitude is a step to job success. (See Supplement 15.)
   - Attendance on the job is emphasized in Supplement 16, "Attendance Case Studies."

- Use the preassessment activity in Supplement 17, "Manners at Work."

Answers:

1. F	6. F	11. F
2. F	7. F	12. T
3. T	8. T	13. F
4. T	9. F	14. T
5. F	10. F	15. T

Role play activities concerning manners. Practice introducing each other, "correct" handshakes, and politeness to each other.

- "Accepting criticism" is a step to job success. (See Supplement 18.)

Suggested Student Activities

1. Using Supplement 13, "Skills," as a transparency, list a related experience, interest, or ability according to the appropriate skill (i.e., self-management, job-related, or transferable). For example, transferable skills may be the ability to organize. Organization can be shared from job to job.
2. Using Supplement 14, "As an Employee, What Have You To Offer?," determine any personal characteristics students may have that would help them get and hold a job.
3. Brainstorm a list of reasons employers may not hire a candidate or applicant (e.g., indecision, lack of tact, overaggressive, know-it-all, no plans).
4. Divide into small groups and role play a situation that could cause a person to lose a job. Discuss reasons a person may lose or not get a job.
5. Using Supplement 15, "Your Attitude and Steps to Job Success," give examples of the six suggestions on how to develop a positive attitude (e.g., respect: "You did a wonderful job on the final report"). Brainstorm and add other suggestions to the steps.
6. Write a paragraph explaining how attitude is related to job success. If appropriate, read the paragraph.
7. Using case studies in Supplement 16, "Attendance Case Studies," answer questions about attendance on the job.
8. Using Supplement 11, "Personal Appearance," have each student identify one personal appearance characteristic that is his/her strongest asset. (This activity is intended to promote self-confidence about appearance.)
9. Assess attitudes and knowledge about manners by completing the pretest in Supplement 17, "Manners at Work." Discuss thoughts. (Answers found in Strategy 7.)
10. Using Supplement 18, "Accepting Criticism," react to examples given. Discuss how criticism can help one to perform better on the job.
11. Make a list of personal traits and characteristics each student has that can lead to getting and holding a job.

Sample Assessments

Knowledge

1. Define employability skills. Give two examples.

2. Identify five personal traits that lead to job success.

Application

1. Research skills necessary for a job of your choice.

2. If you were an employer, what personal characteristics, skills, attributes, and work habits would you look for as you hire employees?

3. Think about all the things you do well. Write them down in a list. Keep the list where you can read it often. Keep adding to the list.

4. Write an advertisement to market your employability skills. Include information about your work habits and attitudes that would enable you to get and keep a job.

5. Repeat Supplement 14, "As an Employee, What Have You to Offer?," near the completion of Competency Two. Summarize findings in writing. Note any changes in attitudes about work.

Supplementary Resources

Booklet

U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job.* Washington, DC: U.S. Government Printing Office. (202) 783-3283.

Videos

Career planning: Putting your skills to work. (1990). A 55-minute video that helps students assess interests, abilities, and values in a step-by-step format. Produced by Guidance Associates. Available from HRM Video, 175 Tompkins Avenue, Pleasantville, NY 10570. (800) 431-2050. Purchase price: $239.00.

Workplace ready: Job skills for the 21st century. Part one: Up and running. (1994). A 45-minute video (the first of a four-part series) addresses how skills apply in the workplace (three companies). Available from HRM Video, 175 Tompkins Avenue, Pleasantville, NY 10570. (800) 431-2050. Purchase price: $189.00.

Software

Career match. (1992). This user-friendly program (IBM or Macintosh) consists of four modules: career assessment, career analysis, career exploration, and career planning. Available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $149.00.

Employers' Expectations

APPEARANCE

- Way you look
- Way you behave
- Way you write
- Way you speak

DEPENDABILITY

- Attendance
- Punctuality
- Reliability

SKILLS

- Job-related
- Work experience
- Education/training
- Transferable
- Life experiences
- Achievements
- Self/management
- Interest/hobbies
- Leisure activities

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Personal Appearance

Good grooming and the techniques you use for your individual features can make a big difference in personal appearance.

Cleanliness of skin, hair, teeth, hands, and fingernails is essential. Skin is your outer wrapper, so it should look clean, healthy, and smell good. Remember, an employer can smell you as well as see you!

To have that well-groomed look, you should give your hands and fingernails some special attention. Wash your hands often during the day, especially if you are involved in activities that cause them to get dirty. Your fingernails should not be jagged, split, or bitten. They should be neatly cut with nail clippers or filed. An easy way to keep your nails clean is to brush them with a stiff brush and water.

The oils and salts that collect on your skin can cause body odor, which requires soap to clean. Using a deodorant everyday keeps underarms dry and prevents odor. Be careful about the amount of perfume, after-shave, or cologne you wear. A strong fragrance can be offending, especially if you use it to cover up body odor instead of bathing.

If jewelry is worn, select pieces carefully and sparingly. Oversized or excessive jewelry can be distracting, takes away from your looks, and can be unsafe.

Your hair should be clean, free of oil, and combed or brushed. Choose a hairstyle and cut that looks best on you.

Proper care of your teeth adds to a good personal appearance. Visit a dentist for regular checkups; brush your teeth daily, and especially before a job interview. Pleasant breath will help make a good impression on your prospective employer.

The next area you should think about is your facial expression. Remember, your facial expressions show your mood, your attitude toward others, and your self-concept. An employer will be impressed by you if your facial expression is relaxed, friendly, and alert. Don't be afraid to smile—a smile can go a long way.

Posture is another important part of good grooming. The way you hold and carry your body can say a lot about how you feel about yourself. The best posture is a straight and relaxed position that is comfortable for your body. Good posture comes through practice—so give it a try.

The clothes you choose should reflect your taste and your feeling of self-worth. For example, if you select clothes that bring out your best features, they will look better on you and you will feel good about how you look. What should you wear to a job interview?

Try to dress like a person you would hire. This doesn't mean you should put on party clothes or formal wear. Your best bet is to choose an outfit whose style, color, and fit do the most for your appearance. What you wear to work will depend upon the type of job you have. Notice what other people are wearing to work and dress similarly. THE WRINKLED OR SLEPT-IN LOOK OF CLOTHING IS NOT IN FASHION FOR A JOB INTERVIEW!

For a job interview, avoid sneakers or dull, unpolished shoes. They may have their place, but not on a job interview.

Personal appearance affects how you feel about yourself and how you impress other people. A little work on improving your personal appearance could pay big dividends. If you work at keeping yourself in the best possible physical condition and you are well-groomed, you'll have a much better chance of getting that job you want.

Adapted and reprinted with permission from Ohio Department of Education. (1989). *Family and career transitions resource guide* (pp. 543, 544). Columbus: Division of Vocational and Career Education.

Dependability

ATTENDANCE & PUNCTUALITY

being where you're supposed to be when you're supposed to be there

getting work done on time

RELIABILITY

doing more than "just your job"

doing whatever is needed to get the work done CORRECTLY

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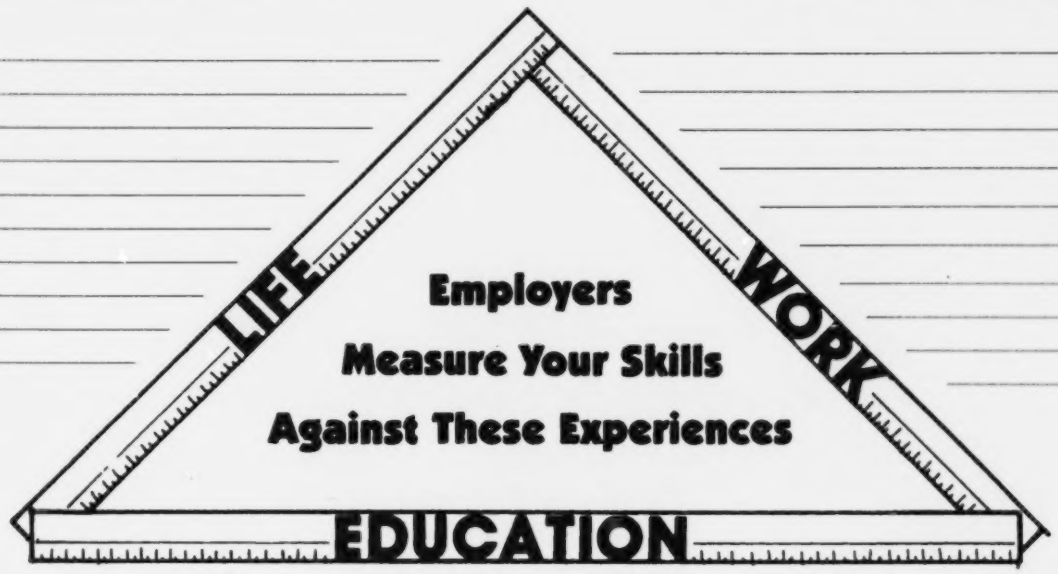
Skills

Employers measure your skills against these experiences:

SELF-MANAGEMENT SKILLS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



JOB-RELATED SKILLS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

TRANSFERABLE SKILLS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

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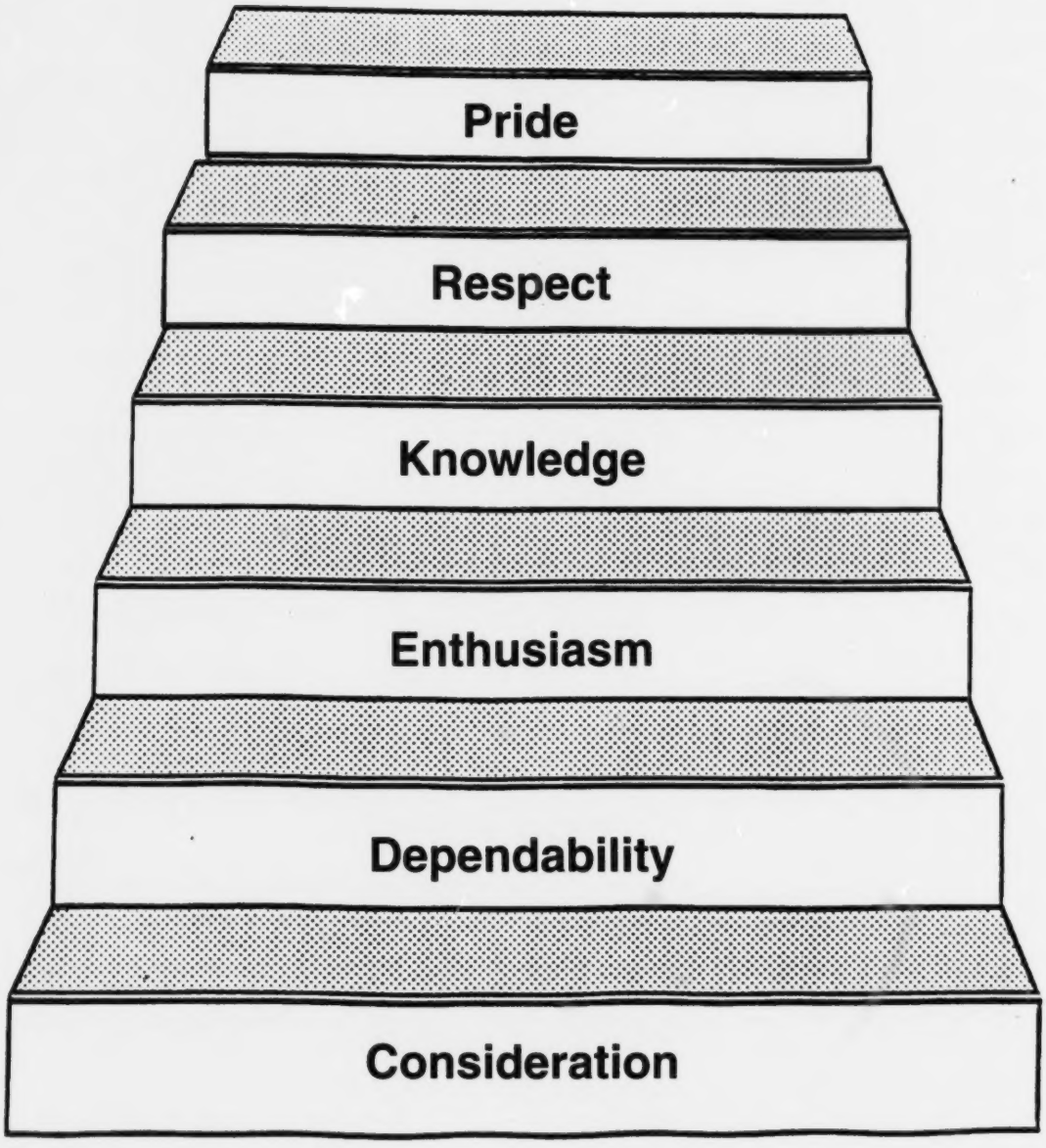
As an Employee, What Have You To Offer?

DIRECTIONS: Answer the following questions honestly. Place an "X" in the correct blank.

YES	NO		
___	___	1.	Are you willing to learn new skills and new ways of doing things?
___	___	2.	Are you neat in your personal appearance and work habits?
___	___	3.	Are you punctual?
___	___	4.	Can you apply yourself to a job without being easily bored or distracted?
___	___	5.	Can you adapt to new and unexpected situations easily?
___	___	6.	Can you work under pressure without becoming overly nervous and upset?
___	___	7.	Are you capable of taking things in stride?
___	___	8.	Have you enough initiative to be able to work on your own?
___	___	9.	Are your job plans in keeping with your own capacities and the opportunities employers have to offer?
___	___	10.	Are you reliable? Can you be depended on to do a satisfactory job?
___	___	11.	Can you cooperate with fellow workers?
___	___	12.	Can you cooperate with supervisors and managers?
___	___	13.	Can you follow directions willingly, asking questions when necessary?
___	___	14.	Can you understand instructions and carry them out or ask questions when instructions are unclear?
___	___	15.	Can you accept criticism without feeling hurt?
___	___	16.	Can you work without constant supervision?
___	___	17.	Can and do you complete a job once you start it?
___	___	18.	Do you like working with other people?

SUPPLEMENT 15

Your Attitude and Steps to Job Success



Attendance Case Studies

"Dear Boss, I can't be there because . . ."

DIRECTIONS: Read the stories below. Decide for each story whether the boss was given enough notice.

1. Tyrone is scheduled to work at 9 a.m., Friday. He tells his boss Thursday morning that he can't work Friday because he has a doctor's appointment.

   Does he give enough notice? _____
   If not, when should he have told his boss? _____

2. Sui-Line is scheduled to work Tuesday at 6 p.m. at Floyd's Restaurant. She gets sick Tuesday morning so she stays in bed all day. She calls her employer at 5 p.m. to tell him she is sick and can't come to work.

   Did she give enough notice? _____
   If not, when should she have told her boss? _____

3. Cindy's favorite rock star is going to be in town May 15th. She waited in line six hours to get tickets the month before. On May 12th she asked her employer for the 15th off so she can go to the concert. She told him she had already bought the tickets.

   Did she give enough notice? _____
   If not, when should she have told her boss? _____

4. Dakota's son was hurt at work and taken to General Hospital at 2:30 p.m. on Thursday. Ed is supposed to work at 4:00 p.m. He calls at 2:45 p.m. to explain why he can't work that day.

   Did he give enough notice? _____
   If not, when should he have called? _____

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Manners at Work

DIRECTIONS: Answer the following questions with True, "T" or False, "F."

____ 1. Employees should never call employers by their first names.

____ 2. It is better to make no introduction at all than to use an incorrect form.

____ 3. When introducing a person outside your company to someone inside, begin with the visitor first.

____ 4. Introduce a person lower in rank to a person higher in rank.

____ 5. "How do you do?" is the only appropriate response to an introduction.

____ 6. A man should wait for a woman to offer a handshake.

____ 7. A woman should never open a door for a man.

____ 8. It is polite to talk with business associates about their interests.

____ 9. It is polite to talk with business associates about their health.

____ 10. If someone compliments you, it is polite to respond, "Oh, I didn't do that well."

____ 11. If you dial a wrong number, just hang up.

____ 12. Identify yourself to anyone you phone on business.

____ 13. It is polite to answer a phone with your extension number only.

____ 14. A visitor with an appointment takes priority over a telephone caller.

____ 15. Don't smoke in someone's office without asking permission.

Introductions

Always introduce people who have not met, even if you forget names and blank out on the proper procedure.

When introducing a person outside the company to an employee, begin with the visitor first.

Introduce a person of prominent position of respect first.

Providing additional information in an introduction helps put others at ease.

Handshakes

Business meetings with people from outside the company begin and conclude with a handshake.

The person hosting a meeting extends his/her hand first.

If seated, both men and women may stand up for introductions and handshakes.

Smoking

Observe company policies in regard to smoking on company property.

Appointments

If you are late, tell the other person.

Hosts, whether men or women, help visitors off with coats and open doors for them.

Conversational small talk is proper before and after a meeting, but not during it.

When concluding a meeting, a host should stand up and offer a handshake.

If the office is in a maze of corridors, escort visitors out or to the elevator.

Conversation

Before a gathering, learn the names of prominent people who will attend.

Stand about four feet from people during a conversation.

Maintain good eye contact; don't let your eyes roam around the room.

Never interrupt people while they are talking.

Taboo topics for conversation include the following:

- Confidential information
- Your health
- Personal misfortunes
- Stories in questionable taste
- Controversial subjects
- Other people's health
- How much things cost
- Harmful gossip

Telephone

If you dial a wrong number, apologize before you hang up.

Identify yourself to anyone you call.

Avoid making business calls to someone's home.

Don't eat while talking on the phone.

Leave others on "hold" for short times only.

Answer a line by giving your name and department.

A person with an appointment has priority over a caller.

Wait to enter an office when someone is on the phone.

When transferring a call, give the caller the name, title, division, and extension number of the office.

SUPPLEMENT 18

Accepting Criticism

DIRECTIONS: Criticism does not have to be viewed as bad or negative. Criticism can be a suggestion for improvement. Criticism can help you be better at your job. Read the stories below. What will happen to each worker if the employer does not make a suggestion for improvement?

1. Bill talks on the phone a lot at work. He also takes long lunch hours. Other workers see that. WHAT WILL HAPPEN TO BILL IF HIS EMPLOYER DOESN'T SAY SOMETHING TO HIM ABOUT THIS?

2. Lena often forgets to punch out from work. Sometimes her employer is not sure how many hours she worked. WHAT WILL HAPPEN TO LENA IF HER EMPLOYER DOESN'T CALL THIS TO HER ATTENTION?

3. Jake is a very good worker. Tuesday he was sick. He forgot to call in to work. WHAT WILL HAPPEN TO JAKE IF HIS EMPLOYER DOESN'T DISCUSS THIS WITH HIM?

4. Ellie works in a restaurant. Her writing is very hard to read. Sometimes the cooks can't read her orders. WHAT WILL HAPPEN TO ELLIE IF SOMEONE DOESN'T CORRECT THIS?

5. Geraldo gets paid for how much he sells. He takes long breaks and comes to work late. WHAT WILL HAPPEN TO GERALDO IF HIS EMPLOYER DOESN'T CRITICIZE HIM?

Now you can see how criticism can help. Some people do not take criticism well. Some workers do the following:

- BLAME SOMEONE ELSE — "It's Pete's fault."
- ARGUE THAT IT'S NOT THEIR FAULT — "I did not do it wrong."
- MAKE EXCUSES — "If this cash register was any good, I'd be faster."
- COMPLAIN ABOUT BEING PICKED ON — "You always get mad at me."
- POUT — (won't talk at all)

Do you do any of these when you are criticized? If so, put a check by it. That is something you need to stop doing.

Adapted and reprinted from Kentucky Department of Education. (1988). *Single parent/homemaker training for life skills handbook*. Bowling Green: Western Kentucky University.

COMPETENCY THREE

Identify and Relate Personal and Homemaking Skills to Specific Jobs and Careers That Apply to Paid Employment.

Student Outcomes

- Identify personal and homemaking skills that apply to paid employment.
- Select a job suited for personal interests and level of education.

Definitions

homemaking skills	– skills performed while managing home, family, and resources
life skills	– skills that are performed every day; knowledge, attitudes, and behaviors that must be learned for future success and happiness
paid employment	– wage earnings for job skills completed

Key Ideas

Life skills enable a person to be a healthy and productive member of the community in all aspects of life.

A job seeker can translate everyday "life skills" into marketable "job skills." The skills and abilities developed from paid or unpaid work experience and years of homemaking can help one re-enter the job market or change jobs if matched to attainable occupations.

Teacher Strategies/Methods

1. Define" life skills" (personal skills, knowledge, and behaviors). (See Key Ideas.)

2. Use Supplement 19, "Home and Family Roles," to identify the multiple roles family members play. Determine the life skills required for each role.

3. Identify life skills that may be applied to paid employment. Use Supplement 20, "Personal/Life Skills," to identify the skills students have that may be applied to employment.

4. Brainstorm home-based careers (e.g., farmer, beautician, insurance agent, artist, caterer, consultant, seamstress, tailor, and computer-based careers). A bulletin board, collage, or collection of pictures can be used. Resource people in these occupations can be interviewed for information on level of education required and skills needed.

5. Supplement 21, "At-Home Businesses," can be used for ideas for full- or part-time employment. Have students form groups and brainstorm lists of other part-time jobs that generate extra money.

6. Invite resource people to talk to the class on how they started their own businesses. Discuss the positive and negative aspects of owning a business.

Suggested Student Activities

1. Brainstorm jobs that can be done "at home" and "away from home." Place jobs named under proper group on a chart.

2. Make a list of seasonal jobs. Discuss advantages and disadvantages of seasonal work.

3. Have each student use a sheet of paper to make his/her own chart which includes job descriptions and requirements for five businesses with which he/she might like to be involved.

4. Make a list of questions about home-based jobs/careers to ask resource people. The following are possible questions:

   - How is your home life affected by the job?
   - How is social security, private retirements, and health insurance managed?

   Interview people who have home-based careers or invite people in to discuss home-based careers.

5. List jobs for which the student can apply his/her personal and homemaking skills, abilities, and interests for paid employment.

Sample Assessments

Knowledge

Define "life skills." Give five examples.

Application

1. List the roles you play (e.g., student, son/daughter, part-time worker, and so on). Identify the life skills needed to perform each role. For each life skill, identify a job where the life skill might be used.

2. Identify a job you are interested in. Research life skills required to do the job. List life skills learned in high school that could prepare you for the job you are interested in. Include findings in a written report titled "Job Preparation—What Does School Have to Do With It?"

Supplementary Resources

Videos

The following videos are available from HRM Video, 175 Tompkins Avenue, Pleasantville, NY 10570. (800) 431-2050.

- *Career planning: Putting your skills to work.* (1990). A 55-minute video that helps students assess interests, abilities, and values in a step-by-step format. Produced by Guidance Associates. Purchase price: $239.00.

- *What's school got to do with it?* (1994). A 30-minute video that addresses the relevance of school experiences on future success in the working world. Includes video, teacher's resource book, and newspapers. Purchase price: $189.00.

- *Workplace ready: Job skills for the 21st century. Part two: Foundation skills.* (1994). A 60-minute video that focuses on sixteen foundation skills in three areas: (1) basic skills, (2) thinking skills, and (3) personal qualities. Purchase price: $189.00.

Software

Career match. (1992). This user-friendly program (IBM or Macintosh) consists of four modules: career assessment, career analysis, career exploration, and career planning. Available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $149.00.

Home and Family Roles

DIRECTIONS: We play many different roles each day. Check (✓) which ones you have done this week.

____ Companion to your family members.

____ Coordinator of family activities.

____ Decision-maker—decide what clothing to wear, when to visit a friend or relative, whether to buy that gift, and so on.

____ Seamstress—mend rips, sew on buttons, make patches, sew a seam.

____ Laundry worker—gather, sort, wash, and fold and iron clothes.

____ Nurse—care for a sick member of the family.

____ Treasurer—make sure family bills and accounts are straight.

____ Chief cook—plan and prepare family meals.

____ Purchasing agent—buy groceries, clothing, and other home needs.

____ Counselor—helping and answering questions, listening to concerns, and solving problems.

____ Chauffeur—drive family members to various places.

____ Maintenance worker—see that repairs are made; plan cleaning and repair schedules.

____ Teacher—help with homework; encourage interest in books, music, and other learning activities.

____ Gardener/landscaper—plant, weed, and cultivate the garden; cut, rake, and care for lawn and flowers.

____ Community member—participate in church, school, and civic organizations.

____ Host/hostess—to guests that come to the house.

____ Interior decorator—choose things for the home to make a pleasing environment.

____ Carpenter—small repairs or major remodeling.

____ Plumber—provide repair or installation in home.

____ Car care—wash car, check oil, gas, service, tires, insurance, and repairs.

What else can *you* think of?

Aren't you a fantastic person!

Source: Ohio Vocational Home Economics, *Family life education curriculum guide* (Columbus, Ohio: Vocational Instructional Materials Laboratory, Ohio State University). Copyright 1979. Used with permission.

SUPPLEMENT 20

Personal/Life Skills

DIRECTIONS: On the left side, list everything you have done this week. Include any task, responsibility, or hobby. On the right side of the page, make a list of what these activities would be called if they were paid work.

SKILLS	PAID WORK
cooking	Chef — catering
shopping	Buyer — Personal shopper
home maintenance	Custodian — school, church

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At-Home Businesses

Do you want to work only when your children are in school? Earn extra cash in the evening or on weekends? Do you hope to run a business full-time someday, but not today? If so, you're a prime candidate for a part-time business from home. Here are twenty that can be launched for less than $500.00. The first six can be started with less than $100.00 (primarily for business cards and either a small newspaper advertisement or printed flyers).

1. **BED AND BREAKFAST.** "After my son went away to college my house was much too large for one person," says Millie Groobey of Washington, DC. Instead of moving she turned three bedrooms into rooms for tourists and business travelers. Millie charges $30.00 to $65.00 a night for a room, including breakfast.

   Spring and fall are Millie's busiest seasons. In the beginning, guests came to her through an area bed-and-breakfast reservation service that charged a 25% commission. After her own business became successful, Millie bought the reservation service. The hardest part, says Millie, is keeping the house neat all the time. "I want people to feel they're staying in a place that's well cared for," she adds.

2. **PARTY CLOWN.** As a Scout leader and Sunday-school teacher, Karen Smith of Stockton, California, enjoyed working with children. When her husband's union went on strike nine years ago, Karen invested $20.00 in a clown wig and makeup and became Hanna Banana, a party clown. After her first job—performing at a birthday party for twins—her business spread by word of mouth. She promoted it further through advertisements in shoppers' newspapers. She gets additional publicity by giving free performances at libraries.

   Karen's weekends are now booked with parties at $60 and up. That includes the nontoxic face paints she puts on children and small prizes (always safe items that can't be swallowed). Karen also performs at company picnics for about $100.00 an hour.

3. **HAIR BOWS.** When Pattie Crawford took her homemade hair bows to stores for possible sale, the store owners told her they were interested—providing each bow was packaged on a printed card. Filling that request increased Pattie's costs dramatically, but she feels it was worth it. "Packaging is important for stores," she says. Selling for $5.00 to $25.00 apiece, Pattie's grosgrain and satin bows include hand-painted designs, pearl trim, and even pouches holding sets of jacks. Pattie taught a hair-bow class in a fabric store in Arizona, and has written three hair-bow pattern books that sell from $4.50 to $10.00.

4. **BREAKFAST DELIVERY SERVICE.** Calling her food service Breakfast for Two, Diane Sullivan of East Greenwich, Rhode Island, delivers elegant breakfasts to homes and offices. Each includes fresh fruit (such as grapes, kiwi, or melon), a wedge of imported cheese, warm pastries, croissants, jam, tea or coffee, and a small bottle of chilled champagne—all served on a basket tray with cloth napkins and real wine glasses.

   Diane makes about 15 deliveries a week at $48.00 each. Her car is equipped with an insulated box to keep the baked goods warm. Although she has delivered baskets as early as 5 a.m., Diane is always finished by 11 a.m.

   She gets her customers from ads in area newspapers and by word-of-mouth from happy recipients and envious bystanders. "Office deliveries really provide me with the most exposure to prospective customers," she says.

5. **PET-SITTING.** When Gail Cettei saw a TV report on pet-sitting, she was intrigued. "I wanted to do something radically different from being a hospital therapist," she says. Gail posted flyers offering to care for pets in their own homes at stores and on windshields of parked cars in and around Cherry Hill, New Jersey. "I found a tremendous response," she says.

After two years of caring for pets part-time, Gail quit her hospital job to work full-time on her business, Creature Comforts. She charges $8.00 for each 30-minute visit to a client's home and will walk dogs, take in newspapers, and water plants as well as feed the animals. So far, some 65 clients use her service regularly.

6. **CAKE DECORATING.** Getting started in cake decorating requires a heavy-duty mixer (good ones can cost $200 or more), an assortment of durable baking pans, and a supply of sturdy boxes to transport cakes safely. Ann Morris began in typical fashion—by baking cakes for friends and family. Word spread quickly, and now many of her customers are people who've tasted her cakes at birthday parties, christenings, and weddings. Small cakes are $15.00 to $25.00, and $175.00 buys a four-tier wedding cake that serves 200. Ann also increases her income—and her customer base—by teaching a cake-decorating course.

7. **SHOPPING AND ERRAND SERVICE.** Errands to Go customers include elderly shut-ins as well as busy working people. Debra Shumard shops for groceries, gets children ready for school, takes pets to kennels, buys gifts, and runs errands—all for $10.00 to $12.50 an hour.

   Debra began by printing flyers that a local supermarket allowed her to distribute in the store. She also sent press releases to area publications, including a business magazine that published an article about her enterprise. Talks at club meetings around her Canton, Ohio, home also attract customers.

8. **MAKING APRONS AND PILLOWS.** Both Ginny Garrott and Grace Kolb loved to sew. The lace-trimmed pillows and aprons they made were so appealing friends and neighbors asked to buy them. That prompted the women to take samples to gift shops run by the Kentucky Parks Department. As a result, they were soon filling orders.

   After Grace's death, Ginny expanded sales of Ginny-Grace Products to gift shops in a five-state area. She and her husband, Dan, take samples on vacation trips to show to shop owners. Hand-quilted pillows go to shops for $12.00; aprons, $7.50 to $12.00.

9. **BASKETRY.** In 1986, Terry Waldron took a basketry class and gave the results to her friends for Christmas. By the following spring, she was selling her creations on consignment at a shop near her home in Cumberland Foreside, Maine.

   To create her baskets—which take at least an hour each—Terry collects bittersweet vine, wood, grasses, shells, and mosses in the wild. "Half the fun," she says, "is going into the woods and seeing what I can find." Shoppers pay $15.00 to $40.00 per basket; she receives 70%.

10. **MOBILE NOTARY PUBLIC.** A notary's signature and seal are needed on many legal documents, yet notaries are often hard to find. Charlotte Mitchell of San Diego solves that problem by taking her notary seal to hospitals and nursing homes as well as homes, offices, and hotels.

    Charlotte began her Notary on Wheels as a moonlighting venture when she was a secretary. To become a notary in California (requirements vary from state to state) she had to take an open-book test, have her background checked, and pay less than $100.00 in license fees. To drum up business, she sent a flyer describing her service to hospitals and nursing homes. She now works full-time as a notary, charging $25.00 for the first signature, $2.00 for each additional. Most customers learn about her from a large telephone directory ad. To increase her efficiency, Charlotte installed a car phone so she can check her answering machine while on the road.

11. **DESIGNING GREETING CARDS.** After retiring at 65, Clarissa Johnson started painting scenes of African-American family life. Thinking they'd make nice greeting cards, the Detroit woman had three designs printed up, spending about $100.00 for several dozen cards. The cards were so popular that Clarissa's Creations now ships 24 designs to gift and card shops throughout the country. Full-color cards sell for $1.95 each, charcoal illustrations for $1.50.

    Clarissa handles the design, sales, and distribution of her greeting cards from home, with the help of a small staff. "You have to have a lot of perseverance," she says. "I always put my profits back into the business."

12. **CHILDREN'S SWEATSUITS.** After experimenting with tie-dyeing various clothes, Shelly Pint decided that children's sweatsuits were the most marketable. Some of her most popular items also feature hand-painted designs.

    To keep costs low, Shelly sews her own sweatsuits, then paints on the designs in the kitchen of her Brooklyn Park, Minnesota, home. Two-piece suits sell for about $10.00 to $30.00 through shops or to customers who come to her home. She runs ads in local newspapers and holds one-day sales to attract new customers.

13. **TOUR GUIDE SERVICE.** While not every city has as much to offer visitors as Philadelphia does, Nancy Gilboy insists that many towns and cities could be profitable for tour guides. "The most important thing is to meet people who handle conventions at hotels," she says.

    Nancy Gilboy Tours provides both full and "step-on" guide service (where part-time guides join groups on their own buses), but the same service could be run on a smaller scale, she says. Nancy coordinates the tours and directs the guides (all of whom wear eighteenth-century costumes) from her home, charging about $90.00 for a three-hour guided tour.

14. **VICTORIAN LAMPSHADES.** When Kitty Cornessl of Escondido, California, had trouble finding a shade for an antique Victorian lamp, she made her own from silk, braid, and fringe. It received so many compliments that she took a few shades to a lighting store. They placed an order and her business was launched. She soon quit her part-time job and now makes about 20 shades a month.

    Kitty buys frames from a wholesaler, than adds fabric and trim. Her 50 styles of lined shades sell for $55.00 to $175.00. All her customers have seen her shades in shops or at a friend's home; she has never advertised.

    Kitty makes a point of hand-delivering her shades; "I want to make sure the customers are happy," she says.

15. **BRIDAL VEILS.** A personnel administrator by day, Allyson Vincent creates bridal veils, hats, and headpieces after hours. She advertises in the telephone directory and receives referrals from previous clients. Customers come to Allyson's home in Hoffman Estates, Illinois, to look at samples and discuss their ideas. Prices vary with the time and materials needed, but start at $80.00.

16. **LORI'S PLANT SERVICE.** Lori Juenke turned her favorite pastime—raising houseplants—into a business. After checking out the competition around Reno, Nevada, she distributed a price list to offices and restaurants that might need a plant-care service. She secured appropriate business licenses, then bought plant food, sprayers, and other supplies and placed an ad in the telephone directory.

    Starting with seven customers the first year, Lori now has more than 50 clients who pay around $4.00 a plant per month for twice-weekly watering, fertilizing, and spraying. (The price drops to about $3.00 per plant for more than 30 in one location.) If any plants under Lori's care die, she'll replace them free.

17. **NEW-MOTHER CARE.** As a mother of six, Dorothy Harrison knew firsthand the stresses mothers face when they bring a new baby home. She started MotherCare to provide in-home helpers to cook, offer infant-care guidance, and provide sibling care and emotional support to new moms.

In the beginning, Dorothy was the only caregiver. She now employs five part-time workers who are all experienced mothers trained in childbirth recovery and early infant care. Dorothy's major costs were liability insurance ($27.00 for six months) and advertising brochures. "My biggest surprise," she says, "was that I got busy so fast." That quick success may be due to her ad in a diaper-service newspaper and referrals from doctors in Edmonds, Washington. Fees are $15.00 per hour, with a minimum of three 4-hour days.

18. **TYPING SERVICE, INC.** If you type 120 words per minute, as Sharon Murphy Hale does, deciding what business to start is easy. Sharon began typing at home when she was pregnant with her fifth child. She now has nine children and she's still typing at home. "This has spoiled me from ever working for anyone else again," she says.

Sharon started her business in Kansas City, Missouri, with only an electric typewriter. She used some of her first profits to buy a computer system, then added a folding and mailing machine later. Sharon charges $3 per double-spaced page or $25.00 per hour for transcribing dictation. Her clients include major corporations, law firms, and graduate students.

19. **PARTY CHAIRS.** Linda Preziosa and her sister Sandra Chin rent out unusual party decorations—chairs covered to look like a comical bride and groom (for wedding showers) or Mother Goose (for baby showers). "We wanted to do something different," says Linda, who lives in Malden, Massachusetts. Their first customers came from an ad in a local paper's bridal directory and from displays of the chairs at craft shows. Now all customers come by referral or from seeing the chairs in use.

Linda and Sandra have four sets of bride-and-groom chairs so they can rent to several parties on the same day. The bride and groom sets rent for $80.00, Mother Goose for $40.00.

20. **DAY CARE REFERRAL.** Finding conveniently located day care that fits the parents' schedules and the children's needs can be difficult. That's why Debra Lowry started her Day Care Referral Network. Rhode Island parents pay $18.00 for a customized computer search of 500 licensed providers and receive a list of at least 15 day-care sources that meet their needs. "We provide information as a preliminary screening," says Debra, who works as a health-care administrator and runs the network after hours. She conducts about 15 searches each week for customers who learn about her service from advertisements in newspapers and the telephone directory.

A Start-Up Budget

The cost of starting a home business varies with the type, location, and method of attracting customers. The following are sample costs for the most common start-up expenses:

Business cards	$25.00 for 500
Answering machine	$49.00 to $125.00
Flyers	$20.00 to $25.00 for 500
Ad in weekly newspaper	$15.00 to $35.00 per week
Yellow Pages ad	$12.00 to $95.00 monthly fee
Coupon-ad mailer	$430.00 for one mailing to 10,000 homes
Local business license	$15.00 to $35.00

If a personal computer is needed, plan on spending about $1,000.00, plus another $500.00 for a printer. Facsimile machines and small copiers also cost about $750.00 each.

Adapted from Warshaw, R. (1990, October 2). Start a home business with $500 or less. *Women's Day*, pp. 34, 36, 38.

Demonstrate the Procedures for Locating and Applying for a Job.

Student Outcomes

- Determine appropriate steps for job seeking.
- Demonstrate skills needed to apply for a job.
- Identify sources available for locating jobs.

Definitions

cover letter	– a letter to accompany a résumé
interview	– a meeting between an employer and a job applicant
letter of application	– letter used when inquiring about a job or submitting an application form
résumé	– an outline of a person's qualifications for work

Key Ideas

There may be no "ideal job" for every person.

Finding a job that best suits you means knowing about available jobs as well as knowing who *you* are (personality, abilities, interests, and values).

Finding work is a full-time job (U.S. Department of Labor, 1991, p. 2).

Successful job seeking requires a plan of action.

Skills for job seeking include evaluating your personality, interests, and skills; finding job information; writing résumés and letters of application; preparing for job interviews; planning your time; and taking tests.

Steps for job seeking may include the following:

1. identify occupations
2. identify employers
3. prepare materials
4. plan your time
5. contact employers
6. prepare for interviews
7. go to interviews
8. evaluate interviews
9. take tests (U.S. Department of Labor, 1991, p. 23)

Teacher Strategies/Methods

1. Emphasize to students that their most important job right now is being a student. Encourage them to think of how going to school will help them with their careers. Give examples of how basic learning skills—reading, writing, and math—are important in life and at work.

2. Using Supplement 22, "Preparing for Work," ask students to write in the step for preparing for a job/career. Suggestions include the following:

   - Learn about yourself (self-assessment and goals).
   - Learn about careers.
   - Learn about job skills.
   - Get job training.
   - Begin your career.

3. Using Supplement 23, "Where To Get Job Information," as a handout with students, list possible job openings found by using sources cited.

4. Use Supplement 24, "Determining Your Job Skills," to encourage students to prepare for Step 3 (Learn about job skills) in preparing for work. Learning that hobbies, sports, and school activities translate to job experience is important for the student to comprehend. Relate to Competency One Assessments.

5. Address the importance of cover letters and letters of application. Share Supplement 25, "Cover Letters and Letters of Application," and sample letters found in Supplement 25A, "Examples."

6. Duplicate Supplement 26, "Preparing Your Résumé," as a handout for students to see examples of how résumés can be written and used to the benefit of getting a job.

7. Use Supplement 27, "Interviewing," as a model for interviewing tips.

8. Invite an employer to interview students in a mock interview.

9. Use Supplement 28, "Testing," if appropriate to some career occupations that require students to be tested.

Suggested Student Activities

1. After completing Method 2 under each step for preparing for work, write examples of short- or long-term goals needed to get to the next step (e.g., Step 1, "Learn About Yourself." I will take an abilities assessment to see what I am good at. I will determine what I like, and so forth.).

2. Write or contact a person or an organization listed in Supplement 23, "Where To Get Job Information." Make sure to start with local agencies first. Inquire about job opportunities and ask for some information. Report findings to class.

3. In cooperative learning groups, identify individual job skills. Brainstorm to help each student come up with his/her own list.

4. Find a "want ad" in the paper and a job description that you might be interested in applying for. Use Supplement 25, "Letters of Application and Cover Letters," and Supplement 25A, "Examples," to guide you in writing a letter of application for that particular job.

5. Research how to write various types of résumés. Determine whether a functional or chronological résumé is more appropriate for individual needs. See Supplement 26, "Preparing Your Résumé," for descriptions. (Point out that most résumés include the years [most recent first] on Educational and Work Experience sections.)

6. Write draft résumés for classmates and teacher to critique.

7. In cooperative learning groups, practice the interviewing tips listed in Supplement 27, "Interviewing." Practice until everyone is comfortable with the "do"s and "don't"s of an interview.

8. Contact a local business or industry that requires any of the listed types of testing in Supplement 28, "Testing." Students should ask employer if they could take one of the tests to see how the tests are administered.

9. In cooperative learning groups, practice mock interviews and critique each other.

Sample Assessments

Knowledge

1. List steps necessary in preparing for a job.
2. Identify three skills needed to apply for a job.
3. Identify three sources of information for finding a job.

Application

1. Prepare a cover letter and a résumé. Have it critiqued by your teacher. Send your cover letter and résumé to a business and ask a personnel director to critique it for you and send it back with suggestions.
2. Ask a personnel director from a business to come to your class and conduct mock interviews for your classmates. Videotape the mock interviews and critique them using tips for interviewing in Supplement 27, "Interviewing."

Supplementary Resources

Books

Bolles, R. N. (latest edition). *What color is your parachute?* Ten Speed Press, Box 7123, Berkeley, CA 94707. Updated annually.

Gaither, D. (© 1988). *SKILLSTALKER.* (See Bibliography.)

Haldane, B., Haldane, J., & Lowell, M. (1980). *Job power: The young people's job finding guide.* Acropolis Books Ltd., 2400 17th Street, NW, Washington, DC 20009.

Videos

SHHH! I'm finding a job: The library and your self-directed job search. (1990). A 40-minute video that is informative and entertaining in presenting how to use the library to capitalize on strengths, minimize weaknesses, build a job network, create résumés and cover letters, and become more confident in a job interview. Available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $79.95.

Student workshop: Job interview skills. (1990). A 30-minute video that uses role play to demonstrate strategies that contribute to a successful job interview. Available from Sunburst Communications, 39 Washington Avenue, P.O. Box 40, Pleasantville, NY 10570-0040. (800) 431-1934. Purchase price: $189.00.

The vocational interviewing series. (1990). A series of two 30-minute videos that help vocational students learn the skills necessary to succeed in an interview. The videos address getting ready for the interview and success in communicating with an interviewer. Available from Cambridge Home Economics, P.O. Box 2153, Charleston, WV 25328-2153. (800) 468-4227. Purchase price: $98.00 each video.

Preparing for Work

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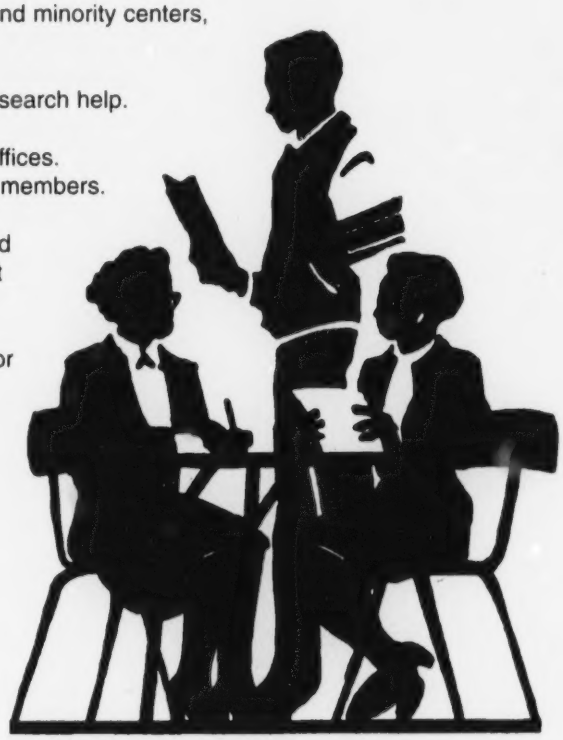
SUPPLEMENT 23

Where To Get Job Information

If you know what job skills you have, you are ready to look for a job. You can look for job openings at these sources:

- *Networking.* Tell everyone you know you're looking for a job. Ask about openings where your friends work.
- *Private employers.* Contact employers directly to market your job talents. Talk to the person who would supervise you even if there are no jobs currently open.
- *State Employment Service Offices* provide help on finding jobs and other services such as career counseling.
- *Local, state, and federal government* personnel offices list a wide range of job opportunities. Check the government listings in your phone book.
- *Local public libraries* have books on occupations and often post local job announcements.
- *Newspaper ads* list various job openings.
- *Local phone book.* Look for career counseling centers in your area (some may require fees).
- *Private employment and temporary agencies* offer placement (employer or job hunter may pay a fee).
- *Community colleges and trade schools* usually offer counseling and job information to students and the general public.
- *Proprietary schools.* Private training centers offer instruction in specific trades (tuition is usually required). Check with your office of state education for credible schools.
- *Community organizations* such as clubs, associations, women's and minority centers, and youth organizations.
- *Churches* frequently operate employment services or provide job search help.
- *Veterans' placement centers* operate through state employment offices. Veterans' social and help organizations often have job listings for members.
- *Unions and apprenticeship programs* provide job opportunities and information. Contact your state apprenticeship council or relevant labor union directly.
- *Government sponsored training programs* offer direct placement or short-term training and placement for applicants who qualify. Check the yellow pages under Job Training Programs or Government Services.
- *Journals and newsletters for professional or trade associations* often advertise job openings in their field. Ask for these at the local library.



Under the Civil Rights Act of 1964, all of the sources listed serve persons of any race, color, religion, sex, or national origin. The Age Discrimination in Employment Act of 1967 forbids agencies to discriminate against older workers. Both laws forbid employers to discriminate in hiring.

Most Commonly Used Job-Search Methods

Percent of Total Job Seekers Using the Method	Method	Effectiveness Rate*
66.0%	Applied directly to employer	47.7%
50.8	Asked friends about jobs where they work	22.1
41.8	Asked friends about jobs elsewhere	11.9
28.4	Asked relatives about jobs where they work	19.3
27.3	Asked relatives about jobs elsewhere	7.4
45.9	Answered local newspaper ads	23.9
21.0	Private employment agency	24.2
12.5	School placement office	21.4
15.3	Civil Service test	12.5
10.4	Asked teacher or professor	12.1
1.6	Placed ad in local newspaper	12.9
6.0	Union hiring hall	22.2

* A percentage obtained by dividing the number of job seekers who actually found work using the method, by the total number of job seekers who tried to use that method, whether successfully or not.

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job.* Washington, DC: U.S. Government Printing Office. (202) 783-3238.

Determining Your Job Skills

Here are some examples:

Hobbies, Sports, and School Activities—Things I Do Well	Skills, Knowledge, Abilities, and Talents It Takes To Do These Things
Playing Basketball	• Ability to interact with others ("be a team player") • Ability to use basic arithmetic (keep track of score) • Ability to reach, lift, jump, stoop, and run • Skills in directing others (calling plays, coaching)
Homemaking	• Ability to manage budgets • Ability to handle multiple tasks • Knowledge of human development • Skills in teaching/training others • Cooking, cleaning, and laundry
Fixing Cars	• Ability to diagnose mechanical problems • Skill in using a variety of tools • Ability to see differences in shapes and sizes of objects • Knowledge of electronics

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job.* Washington, DC: U.S. Government Printing Office. (202) 783-3238.

Letters of Application and Cover Letters

Letter of Application

A letter of application is used when inquiring about a job or submitting an application form.

Cover Letter

If you are applying for a job that requires a résumé, you should write a cover letter to accompany your résumé.

The purpose of a cover letter is to

- tell how your job talents will benefit the company.
- show why the employer should read your résumé or application form.
- ask for a job interview.

Tips for writing a cover letter include

- Write a separate letter for each job application.
- Type letter on quality 8 ½" x 11" paper.
- Use proper sentence structure and correct spelling and punctuation.
- Convey personal warmth and enthusiasm.
- Keep your letter short and to the point.

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job.* Washington, DC: U.S. Government Printing Office. (202) 783-3238.

SUPPLEMENT 25A

Examples

Sample Letter of Application

John Kile
Ace Auto Service
1369 Oak Street
Megapolis, IN 01234

Dear Mr. Kile:

I've been checking into auto repair shops in the area to find a garage that has a good reputation and offers an entry-level mechanic training program. Several sources recommended Ace Auto Service as a reliable garage that used the latest diagnostic equipment.

I've worked on cars with my uncle, who is a member of the "Tin Lizzies" auto club. I'm doing tune-ups through word of mouth referrals and I recently helped overhaul a Nissan 3002X. I've worked with computers in school, so I feel I could learn how to operate computerized diagnostic equipment with minimal training.

With my background and interest in car repair, I think I could contribute to the continued success of Ace Auto Service.

I will call you on Monday, December 13, to talk to you about possible job opportunities.

Sincerely,

Joe Clark
6913 Willow Street
Megapolis, IN 01234
(321) 345-6789

Cover Letter

Mr. Clarence Brown, Supervisor
Norton Electronics
6543 Sunrise Ave.
Anytown, US 04538

Dear Mr. Brown:

I am interested in the position of electronic assembler which you advertised recently in the *Anytown Oracle*.

The enclosed résumé outlines my experience and skills in electronics and printed circuit board assembly. I am familiar with Norton Electronics and the quality products you produce.

I would like to meet with you to discuss how my skills would benefit Norton Electronics. I may be reached at 778-4321.

Sincerely,

Rhonda Ramirez
304 Park Street
Anytown, US 04536

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job*. Washington, DC: U.S. Government Printing Office. (202) 783-3238.

SUPPLEMENT 26

Preparing Your Résumé

Tips for a Good Résumé

You need two types of information to prepare your résumé:

1. **Self information**. You need to know your job talents, work history, education and career goals. Have you completed your background and experience list? If you have, you have the self information required to prepare your résumé.

2. **Job information**. Gather specific information on the job you are applying for. Here's what you need:

   - Job duties (to match your skills to the skills needed for the job). Get your job duties from the job announcement. If the announcement or ad is vague, call the employer and ask for a description of job duties.
   - Education and experience required (again, so you can match your education and experience with that required for the job).
   - Hours and shifts usually worked.
   - Pay range (make their top offer the *minimum* acceptable!)

Functional résumés describe your skills, abilities, and accomplishments that relate to the job you're applying for. Employment history is less detailed than chronological résumés.

This applicant is still in high school. He wants to work part-time until he graduates.

ROBERT YEE
139 River Lane
Ceder, OH 01234
(513) 987-6543

OBJECTIVE: Part-time, entry-level position in Bookkeeping

QUALIFICATIONS:
- Earned "Exceptional Accomplishment" raise at McDonald's.
- Excellent at thinking through problem situations.
- 1 year successful experience in Bookkeeping & Cashier at McDonald's.
- Finished business classes with high grades.

EXPERIENCE:
Bookkeeping
- Accurately completed bookkeeping assignments at McDonald's in half the usual time required.
- Recorded daily sales
  - computed total items sold and tallied total daily revenues
  - assembled monthly reports showing cashiering errors and audited employee register records
- Verified accuracy of vendor invoices and helped compute employee hours on time cards.
- Balanced family checkbook and helped pay bills.

Administrative Support
- Assisted store manager in training and assigning employees:
  - prepared new employee personnel folders
  - called substitutes to cover during illness or rush hours
- Filed and retrieved personnel records.
- Posted and filed official documents.
- Word processed letters; answered telephone; scheduled interviews; made reservations.

WORK HISTORY:

1990	Full-time student	Ceder High School
May 89-Present	Cashier	McDonald's
December 88-May 89	Bookkeeper	McDonald's
Summer 1988	Clerk	Ceder Recreation Center

EDUCATION & TRAINING:
Senior—Ceder High School
Business courses: Accounting, Word Processing, Journalism
President of school Business Club

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job*. Washington, DC: U.S. Government Printing Office. (202) 783-3238.

Interviewing

Most hiring decisions are made at the first interview. How you come across in that interview could be as important as your experience and job talents.

Here are some interviewing tips that will help you get the job you want.

Before the Interview:

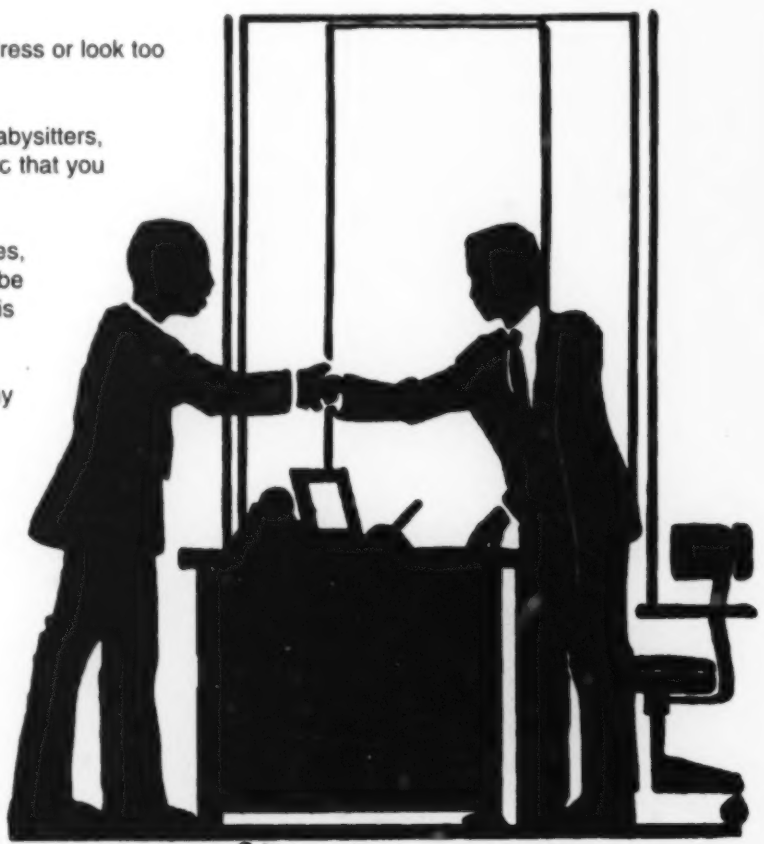
- Learn as much as you can about the company salary and benefits. Friends, neighbors, and relatives who work for the company are good sources of information. Libraries, local chambers of commerce, and so forth, are also helpful.
- Learn everything you can about the job and how your previous experience and training qualify you for the job.
- Write down the things you will need to complete applications as follows:
  - your *background and experience list* (contains names of former employers, schools, training, and so on).
  - a résumé or summary of your work experience.
  - samples of your work (if practical). Also include any work-related or community service awards that you have received.
  - social security card, driver's license, union card, military records, and so forth.

The Interview:

- Dress for the interview and the job. Don't overdress or look too informal.
- Always go to the interview alone. Arrange for babysitters, transportation, and other pitfalls ahead of time so that you can be on time and relaxed in the interview.
- Find common ground with the employer. Pictures, books, plants, etc., in the employer's office can be conversation items leading into the interview (this can make both of you more comfortable).
- Express your interest in the job and the company using information you gathered to prepare for the interview.
- Let the interviewer direct the conversation.
- Answer questions in a clear and positive manner. Show how your experience and training will make you productive in the shortest time with minimal supervision.

Note:

- Speak positively of former employers and coworkers no matter why you left even if you were fired from your last job.



- Let the employer lead into conversations about benefits. Your focus on these items can be a "turn off." But, don't be afraid to ask questions about things that you really need to know.

- When discussing salary, be flexible—avoid naming a specific salary. If you're too high, you risk not getting the job. If you're too low, you undersell yourself. Answer questions on salary requirements with responses such as, "I'm interested in the job as a career opportunity so I'm negotiable on the starting salary." Negotiate, but don't sell yourself short.

"Closing" the Interview:

- If the employer does not offer you a job or say when you will hear about it, ask when you may call to find out about the decision.

- If the employer asks you to call or return for another interview, make a written note of the time, date, and place.

- Thank the employer for the interview and reaffirm your interest and qualifications for the job.

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job.* Washington, DC: U.S. Government Printing Office. (202) 783-3238.

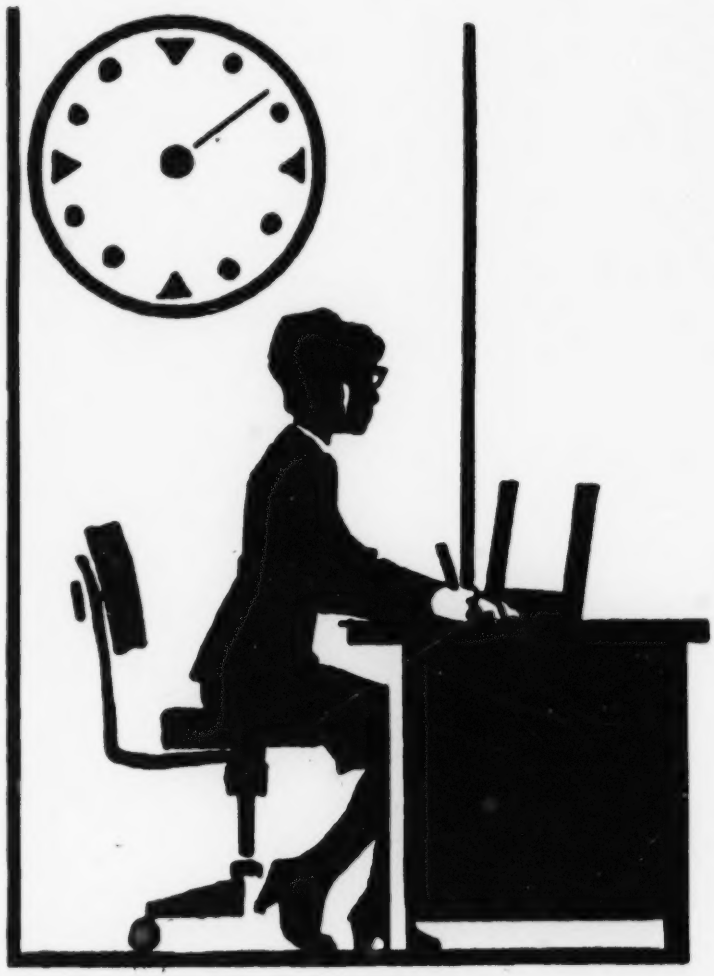
SUPPLEMENT 28

Testing

For some jobs, you may need to take a test. Usually, the job announcement or ad will say if a test is required.

There are several types of selection and job fitness tests including the following:

- *Aptitude tests* predict your ability to learn and perform job tasks.
- *Practical tests* measure what you know and what you can do in a job (e.g., word processing speed for a secretary job, knowledge of street names and routes for a fire fighter job, and so forth).
- *Literacy tests* measure reading and arithmetic levels.
- *Personality tests* evaluate mental, emotional, and temperamental makeup (important for jobs like Police Officer, Nuclear Plant Operator, and so forth).
- *Honesty and integrity tests* evaluate the trustworthiness of applicants and the likelihood of stealing.
- *Physical ability tests* measure strength, flexibility, stamina, and speed for jobs that require physical performance.
- *Medical tests* determine physical fitness to do a job.
- *Drug tests* show the presence of illegal drugs that could impair job performance and threaten the safety of others.



How To Prepare for Tests:

You can't study directly for aptitude tests; however, you can get ready to do your best by taking *other* tests. Look for tests or quizzes in magazines and school books. Set time limits. By taking tests, you learn about the testing process. This helps you feel more comfortable when you are tested.

Brush up on job skills. For example, if you're taking a typing test, practice typing. If you're taking a construction test, review books and blueprints.

Get ready for physical tests by doing activities similar to those required for the job.

For literacy tests, review and do exercises in reading and math books or enroll in remedial classes.

It's natural to be nervous about tests (some anxiety may even help you).

Here are some tips that will help you take most tests:

1. Make a list of what you need for the test (e.g., pencil, eye glasses, I.D., and so forth). Check it before leaving.
2. Get a good night's sleep.
3. If you're sick, call and reschedule the test.
4. Leave for the test site early.
5. If you have any physical difficulties, tell the test administrator.
6. If you don't understand the test instructions, ASK FOR HELP before the test begins.
7. Work as fast as you can. Don't linger over difficult questions.
8. Find out if guessing is penalized. If it's not, guess on questions you're not sure about.
9. You may be able to re-take the test. Ask about the re-testing policy.
10. After the test, find out what your scores actually mean. See if they can recommend jobs your scores show would be best for you. Your score would probably be similar if you took the test again. For many jobs, your work talents and other capabilities will count more than your test scores.

Source: U.S. Department of Labor, Employment and Training Administration. (1991). *Tips for finding the right job.* Washington, DC: U.S. Government Printing Office. (202) 783-3238.

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WORLD-CLASS EDUCATION FOR THE 21ST CENTURY: THE CHALLENGE AND THE VISION

VISION STATEMENT

As we approach the 21st century, there is broad-based agreement that the education we provide for our children will determine America's future role in the community of nations, the character of our society, and the quality of our individual lives. Thus, education has become the most important responsibility of our nation and our state, with an imperative for bold new directions and renewed commitments.

To meet the global challenges this responsibility presents, the State of Illinois will provide the leadership necessary to guarantee access to a system of high-quality public education. This system will develop in all students the knowledge, understanding, skills and attitudes that will enable all residents to lead productive and fulfilling lives in a complex and changing society. All students will be provided appropriate and adequate opportunities to learn to:

- communicate with words, numbers, visual images, symbols and sounds;
- think analytically and creatively, and be able to solve problems to meet personal, social and academic needs;
- develop physical and emotional well-being;
- contribute as citizens in local, state, national and global communities;
- work independently and cooperatively in groups;
- understand and appreciate the diversity of our world and the interdependence of its peoples;
- contribute to the economic well-being of society; and
- continue to learn throughout their lives.

MISSION STATEMENT

The State Board of Education believes that the current educational system is not meeting the needs of the people of Illinois. Substantial change is needed to fulfill this responsibility. The State Board of Education will provide the leadership necessary to begin this process of change by committing to the following goals.

ILLINOIS GOALS

1. Each Illinois public school student will exhibit mastery of the learner outcomes defined in the State Goals for Learning, demonstrate the ability to solve problems and perform tasks requiring higher-order thinking skills, and be prepared to succeed in our diverse society and the global work force.

2. All people of Illinois will be literate, lifelong learners who are knowledgeable about the rights and responsibilities of citizenship and able to contribute to the social and economic well-being of our diverse, global society.

3. All Illinois public school students will be served by an education delivery system which focuses on student outcomes; promotes maximum flexibility for shared decision making at the local level; and has an accountability process which includes rewards, interventions and assistance for schools.

4. All Illinois public school students will have access to schools and classrooms with highly qualified and effective professionals who ensure that students achieve high levels of learning.

5. All Illinois public school students will attend schools which effectively use technology as a resource to support student learning and improve operational efficiency.

6. All Illinois public school students will attend schools which actively develop the support, involvement and commitment of their community by the establishment of partnerships and/or linkages to ensure the success of all students.

7. Every Illinois public school student will attend a school that is supported by an adequate, equitable, stable and predictable system of finance.

8. Each child in Illinois will receive the support services necessary to enter the public school system ready to learn and progress successfully through school. The public school system will serve as a leader in collaborative efforts among private and public agencies so that comprehensive and coordinated health, human and social services reach children and their families.

Developed by citizens of Illinois through a process supported by the Governor, the Illinois State Board of Education and the Illinois Business Roundtable. Adopted as a centerpiece for school improvement efforts.

Printed by the Authority of the State of Illinois

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street, Springfield, Illinois 62777-0001

Michael W. Skarr, *Chairperson, Illinois State Board of Education*
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